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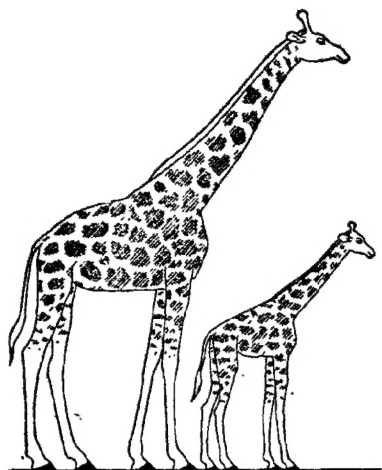
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Thought for the Month

TRUE WISDOM [Love loveliness and Hate hate]

We grow in learning, in knowledge and in experience, till we have such an enormous accumulation of them that it becomes impossible to know exactly where we stand. We are overwhelmed by all this and, at the same time, somehow or other we have a feeling that all these put together do not necessarily represent a growth in the wisdom of the human race. I have a feeling that perhaps some people who did not have all the advantages of modern life and modern science were essentially wiser than most of us are. Whether or not we shall be able in later times to combine all this knowledge, scientific growth and betterment of the human species with true wisdom, I do not know. It is a race between various forces. I am reminded of the saying of a very wise man who was a famous Greek poet:—

*What else is Wisdom? What of man's endeavour or
God's high grace, so lovely and so great?
To stand from fear set free, to breathe and wait,
To hold a hand uplifted over Hate.
And shall not Loveliness be loved for ever?*

—J. Nehru

[Speech made at the inauguration of the Indian Council for Cultural Relations, New Delhi, April 9, 1950.]

TOOLS OF EVALUATION

By:—Prof. Walker H. Hill*

Evaluation in education is the process by which we form judgments about the value of the educational status or achievement of students. To form such judgments, we must determine what their level of achievement is—which implies some kind of measurement. And we must decide to what extent we find that level satisfactory—which means placing a value upon it. Evaluation always includes these two aspects. We cannot appraise the value of anything unless we can tell how much of it there is. Measurement alone, however, is not equivalent to evaluation. It gives us a magnitude, but tells us nothing about its value.

To judge the value of a given magnitude of educational achievement, we must relate it to some goal, some objective, which we have as teachers or school officials. In many cases it is necessary also to relate it to a known magnitude of the student's achievement at some time in the past. Thus, for example, if it is one of our objectives that students should know certain facts of Indian history, we can evaluate the knowledge of individuals or groups when we determine how many of these facts they know. If our purpose is to appraise the success of the teaching of history in a given class, our evaluation requires comparison of their present knowledge with what they knew before they entered the class. Even if they know a great deal, but it is no more than they knew before the class began, we would hardly consider it successful teaching.

Evaluation requires, then, that we have a clear concept of the goals we wish to reach by means of instruction and that we have ways of measuring the extent to which these goals are realised in our students.

Since any meaningful objective of education implies some change in the characteristics or competencies of students, it is to them that we must look for evidence of achievement of the objective. And, in order to find such evidence, we must know what we are looking for. We must determine what characteristics we should expect to find in students in whom the objective is realised, and then devise

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means of ascertaining the presence or absence of those characteristics. It is not likely that they are completely realised or completely lacking in many student, and so we need to find to what extent they are present in a group, and which students exhibit them more than others. For this we need tools or instruments for measuring.

A *tool* may be defined as an implement which facilitates or extends the work of the hand and eye. Normally we think of it as something which enables us to perform manual operations better or more easily. It adds strength or precision to the work of our hands. In evaluation, "tools" are used to facilitate measuring and recording the characteristics of students. It is the purpose of this paper to discuss the nature of some of these tools and how they may be used.

Check Lists

Teachers are constantly observing the behaviour of students, and much of this behaviour may be significant for evaluation. Its significance may be lost, however, unless some device is used to get it on record. Much of it, indeed, may not even be observed unless the teacher is deliberately looking for it.

A check list is a simple tool, but it can be an important one. It is easy to make and easy to use, though it does require thoughtful care in both the making and the using. It helps the teacher keep in mind the significant aspects of behaviour which he wants to notice as they occur, and it provides a record of his observations so that they will not be forgotten.

In making a check list, the teacher must first decide what kinds of behaviour are important enough to be recorded. A list of these is combined with a list of students' names, and the check list is ready for use. It would look something like Figure 1. On a sheet of foolscap paper, at least ten names could be listed, and a few sheets would include a whole class. In using the check list, all the teacher need do is make tick marks in the columns. He can do this at the time the behaviour is observed, or at the end of the class period or end of the day. At the end of the term, or year, he will have a much more accurate record than his recollection could otherwise provide.

School _____ Class _____

Teacher _____ Year _____

Students	1	2	3	4	5	Etc.
Traits						
1. Has lesson prepared on time						
2. Responds when asked a question						
3. Responds to general question, not asked specifically of him						
4. Volunteer to perform a task, Etc.						

*Figure 1. Check List of Behavioural Traits to Be Observed

Rating Scales

We use a check list simply to record that something happened. A rating scale adds another dimension : how much, or how well. In this case the columns opposite the list of traits may be headed by quantitative terms such as *Always*, *Sometimes*, *Never*—and may be used to record a summary of information accumulated by use of a check list during the year. Alternatively, the columns may be headed by qualitative terms—such as *Good*, *Average*, *Poor*. If finer distinctions are desired, *Very Good* and *Very Poor* may be added at the two ends of the scale.

If the list of traits or the list of students is long, it is not feasible to combine them in a rating scale. It would require three (or five) columns for each student. Usually it is desirable to use a separate sheet for each student who is to be rated.

While the decisions involved in rating the traits of students may not be easy, recording them is simply a matter of making tick marks in the appropriate spaces.

Anecdotal Records

A less formal device for recording behaviour of students is the anecdotal record. It is a written description of a specific incident

which a teacher has observed. Its value is that it provides a lasting record of behaviour which may be useful later in contributing to a judgment about a student.

It is important that such "anecdotes" be stated accurately and objectively. This requires that the account be written soon after the incident is observed, while it is still fresh in the observer's memory. It also requires a conscious effort to avoid mixing judgmental and descriptive elements. That is, the observer should distinguish between *what occurred* and the *meaning* of the occurrence—including his own approval or disapproval. His judgment of its meaning may be valuable, but it should be kept separate. It is desirable, therefore, to divide the paper on which the anecdote is written into two parts, one headed *Description* and the other headed *Interpretation*.

No single incident can be expected to serve as a reliable indication of the characteristics of a student. But an accumulation of incidents, each objectively recorded and kept in the student's record file, may be a significant supplement to other information in the file.

Critical Incidents

As was stated earlier, before we can measure the achievement of an objective, we must be able to identify and describe the achievement to be measured. We must determine what characteristics we should expect to find in students in whom the objective is realised. Objectives are nearly always stated first in quite general terms, and it is often difficult to bring them down to a level of specificity needed for evaluation.

Thus, for example, it is easy for us to agree that one of the objectives of teaching science is that students should develop understanding of scientific principles. But it is not so easy to decide, and to agree on, what is meant by "understanding." We know that students may learn (by memorising) a principle without understanding it. What, specifically, are students able to do when they *understand* something? What evidence should we look for when we want to know the extent to which they have developed this proficiency?

The recording and analysis of "critical incidents" is a technique which has been found helpful in breaking down such broad concepts into measurable components. Teachers, and others who are familiar with the behaviour of students, may search for and describe incidents in which students have seemed to exhibit a high degree of understanding. They may also describe incidents which indicated a conspicuous *lack* of understanding. Critical incidents are outstanding illus-

tration of the presence or absence of the quality to be analysed. The description of the incident should tell, in as much detail as possible, what a student did or said that made a teacher believe he really understood something, or failed to understand it. When we analyse a number of such incidents, it is likely to throw light on the kinds of specific performance involved in "understanding." Then, in order to test their proficiency, we can frame questions which require students to perform in these specific ways.

Inventories

The devices we have been discussing are useful for producing and recording information, not only concerning the academic proficiencies of students, but concerning their attitudes, habits, interests, and other personality traits as well. It is becoming increasingly emphasised that the latter are of concern to teachers and are included among the objectives of education. At times it is desirable to use more formal instruments for measuring their development in our students.

Instruments for measuring such traits are variously known as inventories, scales, or indices. They could be called tests, for they resemble them in form; but this word is usually avoided, since it would be misleading to students. An inventory differs from a test in that there are no "right" and "wrong" answers or choices. It seeks information about students, but does not test their proficiency. It yields a score (or several scores), but it does not give *marks*. It is often necessary, and always desirable, that students responding to an inventory be willing to give information about themselves quite candidly.

Inventories can be constructed which will measure these traits with acceptable objectivity. Their construction is not a job to be undertaken by individual teachers or by others who are not experts in evaluation. Professional competence is required to make them sufficiently valid and reliable. But teachers and counsellors can use them in their own evaluation programmes. A number of instruments of this kind have been developed in India; some from other countries have been adapted for Indian use; and others will appear in the near future.

Tests and Examinations

The most frequently used tools of evaluation are tests of one kind or another, and there are many kinds. Use of the term "examinations" presents some difficulty, because of different uses of the word in different cultural contexts. Indians would not normally think of an examination as a *tool* of evaluation, but as a process, or pro-

cedure, in which the tool is used. Americans commonly use the word "examination" to mean the tool, that is, the question paper. Thus, in India, "examination" and "evaluation" are more nearly equivalent terms, while in the United States "examination" and "test" are more nearly equivalent. This distinction needs to be understood because Indian educators use a great deal of American literature on evaluation.

Some tests are used for examination purposes, and some are not. They may be classified in many different ways, but they are distinguished from the tools we have discussed heretofore in that they put before the student a task in which he must show what he is able to do. A test is a challenge to students to perform in some designated way, to demonstrate their ability to do so. We may be testing their intelligence, their aptitude, or their achievement. The performance may be verbal or manual, or a combination of these. The tool may be a paper-and-pencil device, or some other kind. It may be a standardized test, used in many different schools, or it may be constructed by an individual teacher for use in his own class. In all cases we want to measure the performance and differentiate among students with respect to it. And we nearly always give some kind of score, or marks, as an index of the result.

A test may be oral, or written, or "practical"—as when we observe some skill in practice and judge it as it is demonstrated. Since paper-and-pencil tests are by far the most commonly used, we shall confine our further discussion to them.

The basic distinction to be made among these tests is between those in which responses are free and those in which responses are fixed. In a free-response test the student chooses for himself, within given limits, how his answer will be formulated—what he will say and how he will say it. The response may be a long essay or a short answer of one or two sentences. In a fixed-response test the student does not have that freedom. The response is fixed by the context, which requires him to supply a single word or phrase (as in a completion item), or it is fixed by supplying several answers with each question, and requiring him to select the right one (as in a multiple-choice item).

The multiple-choice question is the basic form of fixed-response (objective-type) item. As variations, items may be grouped under a key list (master list) of responses, or items and responses may be placed in parallel columns for "matching."¹

1 For a description and illustrations of these various types, W. H. Hill, "Objective Tests," *Naya Shikshak*, January 1964.

For testing students' ability to formulate their own thoughts and to express them clearly and logically, free-response questions are necessary. For testing knowledge and intellectual skills other than expression, either free-response or fixed-response questions may be used. When high-quality fixed-response questions are available, they have a decided advantage, particularly when objectivity of marking is important.

It is usually inadvisable to test a mixture of objectives with the same question. Often, for example, teachers or examiners which to mark students on their knowledge and their ability in expression as revealed in the same answer. This is a dangerous practice, very difficult for examiners and often unfair to students. If it is done, we should insist that the paper setter decide, and make clear both to students and to examiners, how much each type of proficiency is to count in the marking of the answer.

Examinations at the conclusion of various stages of education, whether they are internal or external, are important for taking stock of what has been accomplished up to that point. They do not, of course, reveal the total accomplishment, but they should provide an index which represents essential parts of it. Preceding the external examination at the end of the secondary stage, school examinations are given at the end of each year or each term. Very little testing is done by teachers themselves. This is a phase of evaluation that needs to be developed.

A teacher cannot really know how well his students are learning unless he tests their learning at periodic (and not infrequent) intervals—which means he cannot know how well he is accomplishing his purposes. Teachers can, and should, make tests of their own. They can learn to make better ones. In this endeavour they can be helped, and they will be.

Considerable work has been done on the collection and refining of a large "pool" of test questions in each of the major subjects taught in the secondary school. These pools will continue to be developed, and they will soon be made available to teachers through State Evaluation Units, Secondary Education Boards, and Extension Centres. They will be classified by subjects and by the objectives they are designed to test. They will provide questions which teachers can use in making up tests for their classes, selecting those questions which fit their instructional purposes. To some enterprising teachers they will serve as models, helping them to write better questions of their own.

Cumulative Records

Evaluation should be a continuous process, in which a variety of tools may be utilised. A serious defect of secondary education in India at present is that too much reliance and too much emphasis are placed upon one evaluation tool, namely, the final examination. Final examinations are useful, and in my judgment they are necessary, but evaluation is too important a part of the educational process to be confined to only one kind of tool used at one particular time.

Evaluation should be based on an accumulation of different kinds of evidence. Sometimes evidence is obtained from time to time, but is not accumulated. Much of its value is then lost. Hence the growing emphasis, appearing in Indian educational literature in recent years, on the importance of maintaining cumulative records. The record for each student should contain all the significant information gathered by means of all the evaluation devices used in the school—devices of the kind we have discussed in this paper. The cumulative record is itself an important tool. A school which keeps adequate records of the educational progress of each student, his personality traits and his academic achievement, will find that evaluation of a student's status at any particular time is made easier and richer than it could otherwise be.

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WHAT MAKES A HOSTEL GREAT

[Part I]

By :—Prof. R. Bandopadhyay, M. Sc., *Tikamgarh.*

It is now generally recognised that the hostel does play a role of great importance in education. It can play a vital part in the education of the whole man, which has come to be the goal of education in modern days, by supplying the right conditions for the development of the whole personality of the individual.

A child is not born human. But he possesses certain latent qualities and potentialities and is endowed with the power of growth. "Man, we know, is not born with human nature. The new-born infant comes to the world equipped with the potential for becoming human; but his potential to be realized must be nurtured"* . And, "Youth", adds Plato, "is the time when the character is being moulded and easily takes any impress one may wish to stamp on it". It is the concern of education to develop the latent qualities in the child and shape his original nature into human nature.

Hostel Life

The student when he enters the school may bring with him his own attitudes and manners, expectations and aspirations, and allusions and obliques. He may possess certain ideas which may either be firm or undefined; either clear or vague and incoherent. He may possess all sorts of deprecant notions, fancies and prejudices. Life in the hostel may help the student to develop such qualities as are desirable and curb those that are not. It can develop such qualities as intellectual independence, emotional maturity, imagination, intellectual honesty, moral courage, chivalrous fairness, unconquerable hopfulness, preserverence, humanitarianism, and flexibility. Hostel life may make the student more broadminded, tolerating and mature. It can, in short, help in humanising and socializing the student. It is these benefits accruing out of hostel life that made Newman to declare, "If I had to choose between a so-called university, which dispensed with residence and tutorial superintendence and give its degrees to any person who passed an examination in a wide range of subjects, and a university which had no professors and examinations at all, but merely brought a number of young men together for three or four years and then send them away as the University of Oxford is said to have done some sixty years since, if

* ("Education and society", Charles E. Merrill Books, Inc. Columbus; Ohio. P. 71)

I were asked which of these two methods was the better discipline of the intellect, mind,..... if I must determine which of the two courses was the more successful in training, moulding, enlarging the mind, which sent out men the more fitted for their secular duties, which produced better public men, men of the world, men whose names would descend to posterity, I have no hesitation in giving preference to that university which did nothing". (Newman : The Idea of a University).

This is not to suggest that every hostel can succeed in accomplishing the desired end and in creating the civilized society; that a group of students put to live together will automatically and inevitably bring into existence a civilizing society. A hostel will not develop a good social life unless it is desired that it should, and due care has been taken to plan the hostel with this object in view and proper amenities provided. In order to ensure that hostel life may exert the civilising and humanising influences and to safeguard that the hostel life of a student may not go waste, it is necessary to enquire what we mean by a good hall. What is that which distinguishes a great hostel from a dormitory ? What distinguishes a successful hostel from an unsuccessful one?

A good hostel is that which aims at the development of the mental, social, spiritual and physical development of the residents. It provides conditions for sharpening the mental faculties as an instrument and for fostering intellectual discipline. It gives social training to the youth by providing opportunities for meeting people from different backgrounds and by enabling them to live an orderly life. It provides opportunities to the young to develop spiritually and enables them to enrich their personal life by inspiring them to take interest in the finer things of life. It also does not neglect the physical development of the individual and cultivates in them good habits of eating, reading, sleeping and hygiene. Let us now proceed to examine in details how a hostel can fulfil these aims; what are basic facilities and amenities which a hostel must provide in order to reach the ideals suggested above and to achieve success in the end:

Intellectual Life

The success of a hostel as an instrument of education depends on the extent to which it can develop an intellectual life within itself. This intellectual life is the very life-blood of a good hostel and is characterized by an institutional and orderly collaboration of scholars. In a good hostel there is a new kind of setting for healthy emotional and intellectual development of the student as a person. In such a hostel there is an atmosphere of intellectually fruitful

communication. This type of communication between scholars is maintained through discussions. Such an atmosphere of communication based on a community of thinking creates the proper conditions for scholarly work. It provides opportunities for friendly intercourse and common intellectual pursuits.

In a hostel a large number of students from different backgrounds and with different experiences and viewpoints are brought together. The student naturally forms close friendship with a few others and casual relationship with many more. In this way groups of students are formed which are small enough to afford every individual security and adequate opportunities for genuine discussion. In this groups one student communicates with another and a process of listening and speaking starts which nourishes respect and brings about identification of the residents with one another. The student learns to listen to the other persons, tries to understand their viewpoint which may be even difficult and disturbing and gets an opportunity to communicate to others his own experience and viewpoint. Thus the small groups afford an opportunity to the students to engage themselves in an active group-process of thinking, interpreting, classifying, co-ordinating and their expressing. These groups of the students become more tolerant and broad-minded. They learn to give concessions to others with different opinions. "Residence in a common college", says Barker*, "throws men of all types together.....the poor and the rich; the native and the foreigner; the scholar and the athlete. Under such conditions there is an inevitable give-and-take and a mutual cross-fertilization: men will go discussing all subjects under the heaven in their rooms, till two or three in the morning, and friendships may be formed which will endure through life, and affect all life". This type of group participation is of particular importance for hostels meant for university students. The university is concerned with the dissemination of knowledge and preparation of its graduates for various professions for the effective functioning of the society. In order to do so and to keep pace with knowledge, which is so vast these days, knowledge has been subdivided into smaller fragments. But all these fragments and disciplines are indissolubly interrelated and each of them seeks to find out truth in its own method. None of these intellectual disciplines can rightly claim that it alone has a monopoly of truth or that it alone is pursuing truth. Each of these disciplines must acknowledge the sincerity of the motive of other disciplines, however different may be their method in seeking the truth. The student must be helped to see the interrelation between the different disciplines by exchange of views. This type of inter-

[Sir Ernest Barker : British Universities, London].

change of ideas is possible in a hostel. In a hostel students belonging to different disciplines can be brought together by carefully selecting the residents and by manipulating the number of seats available in the hostel so that students from as many faculties as possible are represented in the hostel. The idea is to create a diversified and balanced group that represents a real cross-section of the university. The presence of representatives from the different disciplines affords opportunity for a young student to know his fellow-students more intimately, to understand their problems and to see the bright and dark phases of their disciplines in the proper light. They become curious about one another and are attracted and not repelled by differences. "A strong house system can serve to break down the fragmentation of knowledge inherent in higher education through providing a framework in which to synthesise ideas and experiences of the member. The pressure to specialise academically tends to upset the balance and breadth of academic experience, inevitably distracting from a major aim of general education. A climate for exchange of ideas, an atmosphere for broadening intellectual activity, and the recognition of man as a social being, can be brought to bear on the university student in an imaginative residence plané."* Through these communications there is a growth in friendship transcending all barriers and beliefs, myths and prejudices with which we are all conditioned and indoctrinated. In a good hostel, thus, the learning process is not artificially assigned to a few hours a day; it extends over the whole of it. The free and lively exchange of views and experience—the real education—is always in session.

Residence of Senior Members in College Hostels

While communication between students is helpful, we should not expect too much contribution from it. We have to bear in mind that the majority of students who reside in the college hostels are under-graduates. These students cannot be expected to contribute much in the discussions because they know very little about their own fields and still lesser about others. It would, therefore, be advantageous—especially in college hostels—to make arrangement for the residence of some staff members so that there may be one staff for every twenty or thirty students to whom the student can turn for aid in dealing with his academic work and also seek guidance in personal problems. Each student on arrival at the hostel must be assigned to one such staff member who should serve as his tutor on all matters. For the success of this plan it is necessary that the students should develop friendly relationship with

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[*“The House Plan at Stanford” ; Stanford University, California.]

FINE ARTS (MUSIC) IN MULTIPURPOSE SCHOOLS

[SOME OBSERVATIONS]

By:—Dr. S. R. Naik, Sangit Vidyalaya, *Dhulia*.

Multi-purpose schools have been started at some places. It is a matter of satisfaction that arrangements have been made for giving instructions in the subjects of Music, Drawing and Painting. The importance of these subjects, particularly music, is being realised. Music is not only recreative but creative too, and is a potent influencing factor in the life of an individual as well as the society. It is being noticed, however, after a few years' experience, that there are some difficulties cropping up and thwarting its proper instruction. I am putting forth in this article, with due modesty, some of my observations—the result of my personal experience in this respect. What those difficulties are and what must be done to remove them, so that a proper number of pupils would be induced to take up these subjects and the institutes also should not think of these courses as a losing concern, is discussed in the following lines:—

The Difficulties

- (1) In Middle schools, the option of 'Drawing or Music' is allowed for 'Sanskrit'.
- (2) Very few places have Multipurpose schools of such a nature.
- (3) In the 'Musical' section, singing (vocal) and playing on instruments have been provided with arrangements made for giving instructions in both these parts. But the type of giving lessons and imparting instructions for both of these items, i. e. vocal music and singing and playing on Violin, Dilruba and Sitar, is of the same nature and the same form, admitting of no variation.
- (4) Excepting the 'Visharad' (विशारद) Degree holders, the grades of salaries and promotions for musical teachers holding further higher degrees have not been stated.
- (5) Arrangements for higher advanced education regarding the subjects of Drawing and Music have not been provided for in colleges (for further study).

Detailed Analysis

These are some of the common and obvious difficulties. Now the detailed exposition of these, in order, stands as given below:—

- (1) Firstly, in high schools, Drawing or Music is the optional subject given for Sanskrit, and so students trying to get admission

in colleges for Arts Course cannot afford to leave Sanskrit. To complete the whole of the Sanskrit text-book for S. S. C. E. in the last year, i. e., in the one year allotted for S. S. C. examination, becomes generally impossible—not an easy matter for an average student. Hence very few accept the option.

The S. S. C. Board has 'music' as an optional subject in the S. S. C. curriculum. Hence, students even with a liking for the subject of 'Music', hesitate to take up the subject. If this option be given to 'Maths', instead of to 'Sanskrit', students wishing to join Arts course in colleges, will feel little hesitation. Further, if this option of 'music' be given to 'Social studies', students can take up "Science" as their main subject. Out of the 'Fine Arts' Group-subjects, the subject Drawing has much association with 'Geometry.' So the subject of 'Maths', should be made compulsory for those accepting 'Drawing'. It is suggested that those students can go in for any one of the subjects—out of 'Elementary Maths', 'General Science' or Social Studies. Now it might be argued that a student who has taken up Music as his subject and wishes to leave off the subject of Social Studies might find it difficult to master 'History' or 'Civics'—subjects recommended for the Arts Course in colleges. But is it not a fact that secondary school students, even with the paltry knowledge they get in classes from VIII to XI, find it convenient and least troublesome to prepare themselves for History and Civics paper of 100 marks, as soon as they take up the college course? So in view of this, little difficulty for such arrangements, as proposed by me, might be felt and all objections removed.

(2) Secondly, there is the problem of pupils whose guardians have to face the difficulties of constant transfers. Since every place of their transfer is not likely to have a multipurpose school, they have before them the constant dilemma as to what should be done, in case they are transferred to such a place. So such students do not welcome these subjects as a choice. This point also should be taken seriously into consideration by the Department of Education and by the heads concerned, and some suitable solution arrived at.

(3) In the Music Curriculum, convenient arrangements have been made for 'Vocal Music' and 'Instrumental music.' This arrangement stands best as it is. But as regards 'instrumental music', out of the three allotted instruments—Violin, Dilruba and Sitar—the teaching of lessons and giving instructional guidance can possibly be given by only one subject-master, along with the pupils of 'vocal music'. But for the pupils for "Sitar," it will not be possible for them to come up along with other pupils; the

reason is evident and clear. The technical non-vocal complications involved in 'ग़त-तोड़ी' over 'Sitar' are quite different from the musical ones—involved in 'आलाप-ताना' in the songs, recited in vocal music items. And so there ought to be a separate instructor for imparting lessons to the pupils of Sitar. Only with such a scheme and subject teaching arrangements, the entire class-periods as a whole for vocal and instrumental music can be started and conducted simultaneously for one and the same period. It becomes a matter of least possibility for institutes and schools to allot extra periods and supply separate teachers for these subjects. There are students who simultaneously take all these subjects and at one and the same time; how can one and the same teacher impart lessons for all the above pupils and at one and the same time? Even with this, it will be better, if the musical teacher is able to manage the 'rhythm' on the Tabala and also is able to guide the musical lessons; otherwise a 'Tabaljee' has to be appointed to keep up 'rhythm', giving rise to the problem of the expenses of his salary as such.

In this connection, I am of the opinion that all fresh musical instructors, with "विशारद" degrees, can scarcely face such a great responsibility with success.

(4) A look at the grades of the salaries of the musical teachers leads to the same problem. In the beginning when this 'Fine Arts course' was started, the Government had directed that the teacher for the subject of 'Music' must at least be a holder of 'संगीत अलंकार' degree; but finding that teachers with 'अलंकार' degree were not available at each and every place, it was decided that a 'संगीत विशारद' having passed the S. S. C., should be allowed to be the head of this Department. The Department of Education has decided to arrange for two grades of salaries, one for S. S. C. passed 'विशारद', and the other for non-S. S. C. 'विशारद'. But there is no provision or explanation in the scheme as to what salary—grade should be given to an available 'अलंकार' teacher with degree, continuing to be a musical teacher of an institute with previous appointment and record. As a result, the institutes concerned give the salary—grade of a 'विशारद', even though he be the holder of an 'अलंकार' degree. In my opinion, this might also be one of the reasons why teachers 'with अलंकार' degree are not available. An M. A. teacher will not naturally accept the salary—grade of a B. A., and moreover he will not be given such a grade. Then how can it be proper and consistent that a teacher with 'अलंकार' degree should accept the salary grade of a 'विशारद'; and hence should not the Government decide and fix the salary grades for holders of further advanced degrees? Another point springing

up for consideration would be that pupils and also 'विशारद' teachers would not bother themselves to appear for the examination and study the courses of 'अलंकार' Degree. Of course, this will have its effect on the students also.

If we consider the condition of a teacher of the Drawing section, we find that the teaching head of the Drawing school ought to have the highest degree of A. M. (Art Master), as per Government rules and regulations. How is it then that the Head of the Musical section is allowed and accepted to be only a विशारद? This point is not also taken into consideration and thought over, in the interest of the students' progress.

(5) As to the last difficulty, there has not been made any arrangement for higher teaching in our colleges the subjects of Music and Drawing included in the S. S. C. curriculum. That such convenient arrangements ought to be made is also a need and an urgent demand and the sooner it is done, the better. Without such arrangements and convenience, students will not be prepared in great numbers to take up these subjects or continue their courses under such circumstances, and the conductors of educational institutes are bound to consider the teaching of fine arts as only a losing concern.

If the above scheme and arrangement are brought into force, students in greater number and with proper aptitude will be attracted towards these courses, while the institutes concerned will suffer no loss on that account. Hence my humble request is that all these facts and circumstances should be taken into consideration, discussed and some definite plan chalked out and carried, jointly by S. S. C. Board, Department of Education, and educationists including heads of schools and colleges. Time has come when this half-hearted policy towards the teaching of arts and especially of music is cast off and replaced by an intelligent and effective one.

(Contd. from page 389)

their tutors. Since the tutors have to live with the students it is imperative that they should be recruited from the unmarried junior members of the staff. Such members of the staff are naturally younger in age and can freely move with the students. If the difference in age between the tutor and the student is much, there is generally difference in outlook and opinion. This constitutes a barrier to free communication. It is necessary that the tutor should not remove himself into an aura of majesterial dignity but should make himself always accessible. Living in the hostel does not mean that the tutor should merely stay and dress with the students but it means that he should share meals with them and attend as well as participate in all activities.

CURRICULUM PLANNING AND THE CLASS-ROOM

[TEACHER'S PARTICIPATION]

By—Dr. L. M. Padhya, N. B. Patel College of Education,
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Meaning of Curriculum :

In early days the curriculum was regarded as a list of subject-matter, i. e., a course of study which pupils were expected to learn. In those days it was believed that book learning was the only type of learning. Hence, the text-book largely determined the curriculum. Pupils' experiences secured outside the classroom were not regarded as a part of the curriculum. In those days the school subjects were pre-eminent in value, while pupil needs were secondary.

During the recent years, the definition of curriculum has become much broader. The curriculum includes all the means employed by the school to provide students with opportunities for desirable learning experiences. It includes organised classroom instruction, guidance, extra-class activities, special school services—health, recreation, library, etc. This modern definition of curriculum recognizes the importance and value of various aspects of school life. It allows selection from the list of subjects.

Participants in curriculum Planning :

When we discuss the problem of curriculum planning, the first question that comes to our mind is: Who should be the participants in the curriculum planning?

Formerly the curriculum was constructed by one "Master-mind", usually the superintendent of schools or some other person appointed by the superintendent. He dictated a fixed curriculum and all the teachers had to follow it. But now the practice of having one person make the curriculum has passed into oblivion.

The modern planning is not the monopoly of one or few, but it is everybody's job. The curriculum planning may be considered as co-operative dreaming about what educational opportunity should be offered to students and translating such dreams into specific learning^o and developing experiences. From this point of view, it is clear that a school curriculum can never become fixed nor can curriculum planning ever cease—it must go on *ad infinitum*.

Curriculum in the United States of America is designed to promote the achievement of democratic objectives of education. This does not mean setting the question of curriculum merely by taking majority votes. But it is democratic, when many people participate in it. The modern curriculum planning is democratic because it is made through the co-operation of the nation-wide leadership, state leadership, local leadership, classroom teachers, the general public and the learners.

Teacher's Role in the curriculum Planning :

When the question of teacher's participation in the curriculum planning comes up, many criticisms are travelled against his participation in it. They say that the average teacher lacks scholarship and deep learning that are needed. Teachers in general are conservative. They fear that the text-books they have mastered will no longer be used. They oppose the change because it might throw them out of employment. It is further argued that the entire curriculum planning is the job of the State Department and the job of the local teachers.

There might be some truth in the above statement. The lack of interest in the curriculum planning activities on the part of teachers may be due to the fact that they may not be receiving facilities and incentives from the school in the form of leave of absence or increase in salary, etc. for their participation. Really the teacher is more than an expert; the teacher has the knowledge of theory and practice in the educational field. It is argued that it is the monopoly of the state leadership to prepare the curriculum guides and other instructional materials. But really speaking this is the job of the local teacher because it is he who knows the variations in the local needs and interests. It is he who is going to use these instructional materials. So he must be the man who prepares them. No one can properly administer work and teach with something which is handed over by some one. The curriculum instructional materials are beneficial to them than an imposed one, however superior it might be.

Teacher's Role :

The modern emphasis in the teacher's participation in curriculum planning is quite appropriate. He can participate in a variety of curriculum planning activities with more of his choice of such activities in terms of individual needs, abilities and interests. There should be no force on him to accept committee assignments selected for him by others. Some can make their best contribution in curriculum planning by taking part in the study and discussion of education

philosophy and objectives, all can join in the discussion on All-School-Programme and guidance.

One kind of curriculum planning which is common to all teachers is what they do in their own teaching-learning process. Since the whole curriculum centers round the teaching-learning process, he is the man who is at the heart of teaching-learning experience. J. Paul Leonard rightly says that the curriculum planning is teacher education at its best. He serves as a consultant with other types of experts. The teacher will make the use of interests and suggestions of the pupils in his selections of materials and he will be sensitive to the needs of the community. So the modern curriculum planning is not an inviolable instrument but a growing, dynamic affair. As the curriculum planning is everchanging, it encourages the teacher to experiment with new curriculum materials and with teaching methods. It permits him to experiment with Dalton plan, the Activity curriculum, the use of radio, television, educational tours, etc. Thus there is a wide choice for the teacher to make selection from the subject-matter.

Dr. Krug puts the above idea in a nutshell and says: 'The modern teacher is the curriculum director or co-ordinator in his own class-room as he works and plans with his learners, for it is in the teaching-learning situation that the educational change is evaluated, directed and shaped. Thus every teacher is a curriculum planner in connection with his own teaching and with his responsibilities for helping to guide educational change in the All-School-Programme.'

How and why the class-room teacher should take part :

(a) *Philosophy and Objectives of School* : Each school has some objectives in the background of culture and tradition. Class-room teachers must take part in the study and discussion of educational philosophy and objectives. If the teachers try to list the objectives one by one, it may take a year to complete the whole list of objectives. So it would be better if some specific problem is handled and objectives are discussed concurrently.

Suppose there is a question : 'Should extra-class activities be on school programme or not?' Here the objectives help us. The decision of this depends upon whether the faculty values the mental disciplines as its objectives only or some other. It is true that all teachers are not philosophical-minded. So all cannot take an active part. All the school policies and practices can only be evaluated and judged in the light of these objectives. These objectives help the individual teacher as criteria for making specific decision

and policies in particular in his behaviour with the children too. If he is not able to control the class effectively, then he must think and introspect whether he is authoritarian and does not respect the individuality of the pupils. Thus the school objectives would help the individual teacher in his attitude, behaviour and teaching.

(b) *All-School-Programme* : The whole faculty should take part in the decision involving the scope and balance of All-School-Programme. The problems like library, grading and reporting, discipline, extra-class activities, etc. are to be discussed and decisions to be arrived at. Questions like : Should the school offer Hindi or Sanskrit; Should every student be required to participate in a minimum number of activities; How can the student activities be related to community needs or community services, can be discussed, and the decisions reached in the light of the school objectives.

The teacher should take part in the discussion and should feel that his colleagues are also interested in his work. This feeling encourages the teacher to have oneness with the institution. Also the purpose of the all faculty discussion is to provide opportunities for every teacher for seeing all possible relationships of important problems, so that he has an important part in the school programme. He gets the idea of the wholeness of the programme. This participation makes him work effectively, enthusiastically and co-operatively with the management of the school.

(c) *Curriculum guides* : Teachers should take part in preparing curriculum guides and course of study materials. It has been said that it should be the monopoly of the State Department of Education to prepare the curriculum guides and other instructional material. But really speaking it is the job of the local teachers to prepare and use the curriculum guides. Teachers have wide choice in making selection in curriculum plan and modify, adopt and select the topics according to local needs, circumstances and interests. The main argument against the imposed curriculum guides is that no one can properly administer, work and teach something which is imposed or handed over by someone. It is the individual teacher who is going to use them, so he must be the man to prepare it. The curriculum guides prepared by the local teachers would be much more useful and beneficial to them than the imposed one however beneficial they might be.

These guides should be flexible enough to make the teacher-student initiative and make the planning possible. They have special significance because they serve the purpose of helping teacher to do a better job of achieving the goals and objectives for which the schools are conducted. The school objectives and aims are

clearly indented with the instructional materials. So the teachers in general, and the new teachers in particular, appreciate this kind of help. It is useful not only for class-room studies but also for having a hand-book on the work of the student council too.

(d) *Resource Unit* : Teachers should also engage themselves in writing a Resource unit. A resource unit is a written document suggesting for teaching activities materials, organised around a given topic or a problem. The activities and materials section of the resource unit is the most needed and important for the teacher. In resource unit he finds suggestions for making many kinds of activities involving the use of reading, audio visual aids, comment resource, dramatization and various creative activities. He turns to lists of books, pamphlets, magazines—articles, filmstrips and other materials not only for his own use but also for the use of his students. Resource unit has a great value. Teachers working on it, begin to collect materials and activities, which can be used at once or in near future. These materials help the teacher to find sufficient variety of reading material to build a programme on individual difference in ability and interest.

Guidance Programme : A bulk of guidance responsibility in curriculum planning falls on the class-room teacher. The teachers are required to have the knowledge of pupils, their needs and interests. The main aim of guidance is to help the individual student as an individual. The guidance is to help the individual pupils to understand his own interest, capacities and limitations. Thus guidance is a matter of learning. Teachers who are in constant touch with pupils and know their capacities, interests and limitations are the best guides. A teacher helps much a pupil in making decisions concerning his future vocation and career. Many people object to the teachers' participation in the guidance programme. They say that it is the job of a specialist. But how long will a specialist watch the activities of an individual child? Can he judge the future of a child in fifteen or twenty minutes? It is the teacher who is in constant contact with the child and knows his capacities and interests. So, not the specialist but the teacher is the real guide. Specialists may help the teacher in the guidance. A specialist's work may be restricted to the problem-child cases.

Teacher-student planning : Teacher-student planning is in itself a learning process concerned with many kinds of decision making. A teacher may be on the curriculum guide committee or not, but he is a curriculum planner in the teaching-learning process. Teacher-student planning does not mean that the pupils make all the decision right

from the selection of an important topic like 'The golden Age under Guptas' upto the end of a unit. It would be ridiculous if the teacher asks the pupils whether they wish to learn this important topic or not. The teacher leads and promotes the pupils to a group discussion. There is much scope for teacher-student planning in the teaching-learning process. For example, the teacher and student decide to take up the project of "Water supply in the city". Both have to sit together and decide what to do, and how to do it, when to do it, where to do it, and who will take up which part. At every point this co-operative planning requires decision-making and remaking. It involves reflective thinking on the part of the teacher and students.

Also they (teachers) have to see that their decisions are consistent with the aims and objectives of the school. In this way a unit largely grows out of the co-operative activities of the teacher and students. The teacher-student planning is a democratic process as it involves a decision arrived by the co-operation of all. The teacher also becomes an expert in this democratic process of planning because of the constant practice with the students. It is not that the teacher-student planning be initiated at the high school level only. It must begin right from the elementary stage. Teacher-student planning includes not only class-room studies but also extra-class activities. The extra-class activities like inter-scholastic competitions, science-clubs, hobby clubs, etc. contribute much to the democratic objectives of the modern school. These are activities where the pupils get the chance of learning and practising the democratic principles of respect for personality and reflective thinking. These activities should be planned in such a way as to create real interest in each boy and girl. There should be many types of activities in the schools.

Participation in these activities under the able guidance of the teacher develops the quality of leadership. No doubt that was the chief factor the Duke of Wellington had in mind when he said that the battle of Waterloo was won on the fields of Rugby and Eton. Teachers should provide these types of activities and experiences to the pupils to cultivate qualities like leadership, citizenship, character building, co-operation, etc. These qualities will build a healthy personality in the child and prepare him to face hundreds of modern complex and interdependent difficulties in life with courage and self-confidence.

NEED OF GUIDANCE PROGRAMME IN OUR SCHOOLS*

(Part II)

By :—Yashu M. Mehta B. A., B. T., M. Ed. (Ohio), *Bombay*.

As stated in my article (Part I), discussion based on group guidance techniques, broadly entitled as 'teenage adjustment,' is given in this part. By so doing, the attitude of dislike and disapproval on the part of some of the staff, parents and students, who look down on this programme without fully understanding the importance and values of it, may be improved and changed for better.

Teenage Adjustment :

General over-all purposes and objectives are as follows :

Purposes

1. To develop the qualities of character, moral and spiritual.
2. To enable them to bear with dignity the responsibilities of democratic citizenship.
3. To train the students for good citizenship in a democratic country.
4. To train the youths for life.

Objectives

1. To orient students to the guidance programme, and help them to understand the value of the programme.
2. To help youngsters to understand the need for seeking help in personal, social, educational, and vocational areas.
3. To collect important information regarding students that will be of value in the present and future adjustments.
4. To record all significant data secured regarding students on their individual cumulative record.
5. To interpret information on abilities, interests and needs so that optimum benefit can be gained from this information.

Personal and Social Adjustment :

It is important for youths to get acquainted with guidance services, to have self-understanding, and to get along with other people.

In part I, the writer deals with the need for guidance and right understanding of this programme, as well as group guidance.

ple, to know their problems, try to solve them and to plan constructive leisure-time.

The youth of India today is faced with major problems in personal and social adjustment as well as educational, and vocational adjustments. It would be worthwhile to deal these different aspects of adjustments where the students needs to be helped.

Objectives :

1. To help students to better understand themselves and others.
2. * To develop the personality of the student.
3. To help them to be familiar with the knowledge of the world in which they live.
4. To help them to get along with people.
5. To help them to be a creative member of the society.
6. To help them understand the importance of : (a) personal appearance, (b) good health in relation to personal and social growth, (c) manners, and (d) personality traits.

Activities :

1. Use of films for class discussions.
2. Discussions on various topics such as : " Our relationship with others ", " Other relations ", " You and your parents ", " Being a good member of the family ".
3. Role-playing on father and son, mother and daughter, brother and sister, boy and girl friends.
4. Debates and panels on topics like : What should be the relation between parents and the teenagers ?
5. To write autobiography or assign a paper on " About Me, " " What I would like to be ".
6. Writing about their personal strength and weaknesses.

Educational Adjustment :

Technology and industry has brought about a change in the educational field. It demands more and various courses and an understanding of the courses on the part of the students. Students should be helped to understand their needs and the needs of the society and to take this change into consideration in their educational planning.

Objectives :

1. To acquaint the students with the school programme.
2. To orient them with the various curricular courses offered in the high schools.
3. To help them to select the courses in the multipurpose school in relation to their educational and vocational goals.
4. To help them in planning their educational programme in view of their interests, attitudes, abilities and needs.
5. To orient and help them to gain the opportunities in extra-curricular activities in the school.

Activities :

1. Invite principals and teachers from various schools and departments to explain the educational programme and different courses taught in their respective schools and departments.
2. Provide them with the information about different colleges, and business or special schools.
3. Stimulate interest in students concerning their educational planning.
5. Invite speakers from various professions and trades to start them thinking about their future plans.

Vocational Adjustment :

Students should be helped to understand the importance of long-range planning in vocational education. By the time they are ready for a choice of vocation they should be supplied with the occupational references, facts to consider in the study of vocation and the knowledge required of technical and advanced preparation for various fields of work.

Objectives

1. To help youngsters plan their future positions to life.
2. To prepare the pupils for entry into various vocations.
3. To help students to get work-experience.
4. To introduce them into the world to carry on work (who immediately want to work after graduation).
5. To help them make an easy transition from school to work.
6. To give them the opportunity of getting a bird's eyeview of the various employment opportunities.
7. To raise the prestige of manual work.

8. To create the sense of social purpose and the recognition of the dignity of labour.

9. To help them to understand to take up the profession for which they are fitted by aptitude and taste, with no bias for only white-collar jobs.

10. To provide students with the sources available, which may be used in the study of occupations.

Activities :

1. To write letters of applications for a job.

2. Have mock-interviews (in the classroom)

3. Panel discussion on the subjects like "How to achieve success in a Job".

4. Visits of observation to factories and offices, industrial surveys and actual work for a short period in one or more jobs.

5. Assign students to interview people who are employed in particular fields of work.

6. Invite speakers, specialists from various fields of work to talk to the class.

7. Assign students to get clipping from newspapers, magazines relating to different types of jobs.

8. Work in separate committees on means of locating a job.

9. Encourage students to talk with their parents and friends about occupations.

10. Have a discussion on some of the problems they face in jobs.

11. Supply with the information about apprenticeships, scholarships and loans, professional examinations, and independent jobs.

Techniques :

To achieve the before-mentioned objectives in these three areas, personal and social adjustment, educational adjustment and vocational adjustment, the following techniques may be used :

Tests : Achievement test, personality test, verbal and non-verbal group test of intelligence, vocational preference record, adjustment inventory and personality inventory.

Field Trips

Individual interview

Committee reports

Audio-visual materials: Film, filmstrips, slides, pamphlets and books, Bulletin boards, etc.

Socio-metric

Role-playing

Group and class discussion

Panel discussion

Individual conference (whenever possible).

Possible References :

As the guidance programme is new in our educational system, there is a scarcity of available material. Each school will have to locate and find their own material. Resource agencies that could be contacted for aid in location, for necessary reference and materials are listed below :

1. Central Institute of Education, Delhi.
2. Uttar Pradesh Bureau of Psychology.
3. The Bureau of Education and Psychology Research
4. The Child Guidance school, New Delhi.
5. The vocational Bureau, Bombay.
6. State Ministry of Education.

Summary :

The guidance programme is a new activity in the educational system of India. It needs more trained personnel and teachers. The guidance programme should be flexible according to the needs, interests and abilities of the youths.

The units are not complete in themselves. They are just the guiding units. The persons in charge will have to use them according to the needs of the students. They are flexible and can be achieved when and where they are necessary.

As the programme is young, one cannot find as much material as one would find it in the United States. With the growth and acceptance of the guidance programme, the improvement of techniques and tests, and the availability of trained personnel, guidance will become truly a working and useful part of the Indian educational system.

Prin. K. S. Vakil [on 'Examinations']

The veteran educationist, Prin. K. S. Vakil, has sent us an article on 'Examination', which will be included in the next issue. We are glad and proud to note Prin. Vakil, who is now more than 80 (having retired some twenty-five years back) and is living in a far-off place in W. Bengal, sends us his thoughtful contributions from time to time, and writes to us in warm appreciation of the work of the 'Progress', which is so encouraging. His keen interest in education at this stage of his life is really admirable and contagious.

[Editors.]

BETTER CITIZENS FROM SCHOOLS

By:—J. M. Mahajan, M. A., M. Ed., *Delhi.*

A country is what its citizens make of it. So, the fate of a country is dependent upon the type of citizens the schools produce. No doubt, other agencies too are at work but it is the school that has to play the major role. "The home", the first school of the child, is too busy to perform its functions. The other agencies are either disintegrated or look forward to the school for lead.

The Present State

Why this slogan for better citizens from schools? Are not the schools already turning out the best possible citizens? The answer is: No. How shall we substantiate this charge? We have simply to look around and analyse :

(i) Corruption, dishonesty, favouritism, nepotism and lethargy are the rage of the day. This is evident from the utterances of the responsible leaders.

(ii) Conscientious workers are few and far between.

(iii) Linguism, provincialism and other narrow tendencies have made us narrow-minded.

(iv) We are unduly aware of our rights, but we have to be constantly reminded of our duties.

(v) Many of us place self first, the nation last (exceptions are there).

The answer to all these points can be that this is weakness in human nature and consequently schools are to be spared from this charge. Yes, the plea would stand if, after Freedom, we have improved the quality of citizens. But that we have not. We feel that all the anti-social tendencies mentioned above are on the increase. The presence of these in the quantity as they are is a standing danger to the nation.

Failure of Schools

Why the schools have not been able to turn out better citizens is a big problem that needs to be analysed:—

(i) The community has failed to assess the great part that the schools can play in bringing about a social revolution.

(ii) The frustrated teacher is little interested in activities which produce better citizens.

(iii) The teacher is held responsible for pass percentage only. His promotion depends upon this aspect of school life,

(iv) 80% of the school time is devoted to the teaching of subjects.

(v) Little importance is attached to physical and cultural activities in most of the schools.

(vi) The shortage of school duration, especially shift system (an evil) does not provide time enough for co-operative activities in the quantity and the way required.

(vii) The major factor is that the authorities and the national leaders are yet to realise that concerted efforts are necessary to turn out better citizens.

(viii) An intellectual giant will not necessarily be a good citizen. So, these fields have to be separately defined.

Can the nation afford to concentrate on producing intellects only? An intelligent engineer is produced but what is his use to the nation if he is not honest? A trained teacher comes in the market, but what is the use if he lacks devotion for the cause for which he is meant? So far, we have been thinking in terms of producing able doctors, intelligent engineers and so on. We perhaps failed to foresee that these intelligent people could defeat the very purpose for which they were produced if they did not possess qualities befitting good citizens.

A change needed

If we want the nation to prosper, if we want that the need of Vigilance Commissions and Anti-craft Boards should least arise, if we want that service of the people should be the sole object of all the services, if we want that files should move at a great speed and if we want that workers in all fields of nation be conscientious in their work, we have to change the schools, the teachers, and the administrators. Of course, the leaders, who are holding the reins of the Government, and the public which is to support the schools, have to be very clear in their objectives. Change in their outlook is the first necessity.

This does not imply that the intellectual side has to be ignored. It rather means that more emphasis on this aspect be laid but equally enthusiastic emphasis should be on social development of the personality. We, of course, cannot ignore the physical side.

Steps to be taken

With this purpose in view, let us consider, in brief, what changes are required so that after some years, the country gets better citizens, and prepare ourselves in that light.

(i) Since home has become rather an ineffective agency of education, the school has to take up this responsibility too. This means that more and more time of the house is to be taken up by the school. Instead of 5 to 6 hours, a school of 9 or 10 hours is a great necessity?

(ii) The duration is necessary because apart from five hours, academic work, social and physical activities have to be allotted due time (about three hours daily) in which through activities, games and other methods, training for better citizenship has to be imparted.

(iii) The requirements of children in order to be better citizens have to be analysed and school activities set to achieve those aims.

(iv) The social and cultural activities should be through life-situations and throughout the school life.

(v) Plans should be chalked out to see that frustrated people are not brought into the teaching line. Besides, the training colleges have to do much more than producing teachers who can teach only subjects efficiently. A longer period of training is a must, for it is here that they will also be taught to lead a life and cultivate attitudes required of good teachers.

(vi) The community has to think of various methods and ways that enhance the social status of the teachers.

(vii) The teachers have to be made better off financially to enable them to work ten hours daily and that too in the real spirit and enthusiasm.

If we do not attach importance to this aspect, we are running a very big risk. No amount of Committee and Commissions can really do the job. If we are able to train our children in schools to be honest, conscientious and efficient workers, then and then only we can hope that the dangers to the nation will greatly be eliminated and its strength and stability enhanced.

Our Generation Needs Inspiration

A nation is built in its educational institutions. We have to train our youths in them. We have to impart to them the tradition of the future. Through all the complexities and diversities of race and religion, language and geography, the forces which have made our people into a nation and which alone can keep them one are being shaped. These do not belong to the material sphere. The unity is not one of physical geography; it belongs to the realm of ideas.

We must, therefore, guard ourselves against separatist tendencies of language, religion and province. It is in the universities that we should develop a corporate feeling and a feeling of social purpose. Our universities must give inspiration to a generation which stands in sore need of it.

Dr. Radhakrishnan

CORRESPONDENCE

Introduction of English

Sir,

Why I want to introduce English in Std. V, in spite of threats ?

The reasons

The Government of Gujarat sends a fiat to Secondary Schools: "You shall teach English in Stds. V-VI-VII only before the bell rings in the morning or after the bell rings in the evening". My reply is: "English has been given a great status as an Associate Language of India by the Constitution of India and, therefore, it is an insult to regard English as a "Harijan" language in Gujarat."

I, therefore, tell the Government of Gujarat, "I shall follow your curriculum and your syllabus I shall follow the period allotment for different subjects I shall follow the rules laid down in the Grant-in-aid Code. But I shall teach English as an additional subject. My teachers and I will put in additional labour for the "Associate Language" of India and shall increase the working hours of the school by half an hour. If I labour more for this language for my children who clamour for English, what crime have I committed that I should be threatened with dire consequences such as the withdrawal of the grant. The Government of Gujarat does not threaten me like that. It is only an outsider who gives the threat."

I, therefore, tell the Government: "if English can be taught before 11 A. M. or after 5 P. M., why can it not be taught at 1 P. M. or 3 P. M.? Have we come to such a pass that our Government will also fix up the hours and minutes when a subject will be taught in Gujarat? Are our Governments dictatorial or democratic?"

A Fight for Principles

I get a grant of Rs. 1.75 lakhs for my two schools but I have taken the risk of losing the grant which may follow the threat of the dictator because I want to establish democratic principles. (1) Whose voice shall prevail in the formulation of the educational policy of the State? The Dictators of Gujarat say: "The leaders, (politicians) have to formulate the policy and teachers have simply to teach. Our leaders in Delhi such as the Dr. Radhakrishnan, Shri Chhagla and other educationists who sit in Committees have also formulated the policy regarding English. The "leaders" of Gujarat

should not pose that they are super-leaders. We teachers want to follow our leaders in Delhi who bow to the wishes of the people, the educationists, the teachers and head-masters whose voice should prevail. We, teachers, therefore, are prepared to follow such leaders who bow to the wishes of the people. We are not prepared to follow the wishes of the dictator of Gujarat.

We want to drive out such dictators and politicians from the educational field.

The second principle which I want to enunciate is : How can a Government withdraw grant when a school puts in additional effort for the Associate language of India, for which 522 parents out of 524 of the school put up a demand?

A Challenge

I have, therefore, taken the great risk of losing the annual grant of Rs. 1.75 lakhs to establish these two democratic principles for which we fight and I believe that such a risk is worthwhile for establishing these democratic principles in education. This risk is for the welfare of our future generation, and that is my guiding spirit which tells me every minute, "God is in Heaven and everything is right with the world".

Principal,

Diwan-Ballubahi Madhyamik Shala,
Ahmedabad.

THAKORLAL S. THAKORE

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Need for a Department Periodical

Sir,

The number of schools is increasing every day and at present even in the remotest corner of the State we have our schools. The expansion of education has been abrupt and sudden, just after the country became free from the foreign yoke.

Considering the number of employees, the Education Department is perhaps the biggest in almost every State in India.

Our Teachers

The very scheme of Education and the technique of teaching are fast changing. Now when India is free, the objective of education, significance of education and the very technique of education have undergone a drastic change. Unfoldment of the potentialities of a child is the purpose of education now. The old teachers have to imbibe the new spirit; otherwise they are a burden to the schools and the schools are a burden to them.

It is needed to pass on necessary suggestions, important orders, circulars, etc. as speedily as possible to the various remotest institutions.

The Present Situation

The present office machinery at times feels over-burdened with the numerous circulars which are to be passed on to the schools every now and then.

The increase in the budget provision under such items as printing, stationery, service postage, is not in keeping with the increase in the number of institutions every year.

At times the issue of the circulars involves great wastage—the same circular is cyclostyled at several stages before it finally reaches the hands of the teachers. The Director of Education issues a circular. When its copy reaches the office of the Inspector of Schools, he turns out more copies for being passed on to the Headmasters of High Schools, Middle Schools and the Sub-Deputy Inspectors of Schools; the Sub-Deputy Inspectors of Schools will get it written out in Hindi for passing it to the various Primary Schools.

This duplication means unnecessary botheration, extra expenditure and inordinate delay.

Economy

The circular in print takes not more than 1/4 of the space when compared to a typed, or a hand-written circular. So a printed circular means less botheration, less expenditure on paper, etc. and less labour. Not only that but enough saving can be made in service stamps also. Besides this, the daily out-pour of circulars means an additional work for the typist and despatch clerk as well.

The Remedy

It will be highly beneficial if a printed periodical (whatever its name be) is brought out weekly or fortnightly by every State in the official language of the State.

It would be possible to publish all the various orders, instructions, notes of inspection, etc. in this periodical and post this periodical regularly to every institution.

Advantages

This will minimise the expenses, labour and work in the various offices. This will keep our teachers and schools posted with all the up-to-date material which we want to send round to them.

It will bring about a habit of thinking ahead among our inspecting and administrative officers, because they will have to pass on their plans in time for publication in the periodical.

Dy. Director, S. I. E.,
Udaipur

J. D. Vaish

NEWS & VIEWS

Vacation Course for Teachers of English in Primary Schools (Poona)

A very successful training course for the benefit of the teachers who taught English in the Primary schools under the control of the School Board of the Poona Municipal Corporation, was run from the 4th to the 31st of May, 1964. It was attended by as many as 96 teachers—both men and women—who sincerely desired to improve their own English and get acquainted with the latest methods of teaching English as a foreign language.

The selection of teachers was made by the School Board of the Corporation and each trainee was given a stipend of Rs. 50/— and supplied with a copy of the new syllabus in English, a Hand-book for teachers and Progressive English Course for Adults by Hornby. About five hundred rupees have been spent in books. The trainees were divided into two groups, each of forty-eight. The work of coaching was entrusted to a team of five, experienced and veteran teachers of English like Messrs. R. B. Kench, S. K. Ghatpande, V. S. Bhagwat, D. V. Kharde, and K. S. Jogalekar. A four-period time-table of three hours duration was prepared. Of these, two were devoted to the theory of Teaching of English as a foreign language. One was to practical exercises in correct English and one, to the demonstration of practice lessons either by the members of the teaching staff or one of the trainees. This was the daily routine. The two classes were run parallel and each class worked under the guidance of two members of the staff separately, though they had combined sessions occasionally.

A test-paper set on the 31st May 1964 brought the course to a close.

The course was formally inaugurated by Prin. R. M. Marathe on the 5th of May. In the opening address he gave he congratulated the Corporation and the School Board on their efforts to improve the standard of English teachers in primary schools and through them that of children studying under them.

He exhorted the teachers assembled to take full advantage of the opportunity offered to them and utilize the knowledge gained for the benefit of the children under their care.

But for the keen interest shown by the Mayor, Mr. S. M. Kirad and Mrs. Anutai Limaye, Chairman, School Board, Mr. Kale, A. O., it is certain the training course would not have been possible. The Poona Municipal Corporation and the School Board have set a worthy example for others, particularly Corporate Bodies, to follow by starting such vacation courses.

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REVIEWS AND NOTICES

FAST FLOWS THE RIVER

By—Albert Butler. Published by Abelard Schuman Ltd., 8 King St., London, W. C.. 192 pp. Price 13 s. 6 d. (net).

This is a novel of adventure, treating of a trip undertaken by a dreaming youth down a river through its white water rapids. Though a fiction, many of the incidents, from the start to the finish have a realistic basis—that of the experience of the writer himself.

As one reads the book, one is led on, like the fast flowing current of the river, from one exciting event to another that takes place in the dream-land, at the sight of which the young mind 'leaps up'.

The part through which the river follows is graphically mapped out in the beginning to lend reality and effectiveness to the events that take place there. The charm and splendour of the story reminds young readers of the "Adventures of Sindabab, the sailor".

This interesting novel is sure to appeal to the imagination of the youthful mind. It should be in every school library, as its reading will be a joy for ever to all, the students as well as the teachers.

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THE SEA

[Reading for Information]

By—F. G. French and R. J. Mason. Oxford University Press, Oxford House, Appollo Bunder, Bombay-1. 48 pp. Price 2 s.

This is a finely illustrated booklet, offering the reader information regarding the other world, 'the Sea', about which our knowledge is so much

limited. Here is both history and geography, presented in a charming 'literary' style, with a suitable pictorial back-ground.

The reader is told how the primitive man sailed over the sea in his canoe, how the Roman sea-power developed as well as how the modern Russian submarine works, equipped with television cameras. One is interested to know how man has tried to increase his knowledge of the immense world under the sea and use it for his comfort. Very interesting is the history of the universe under the sea in the Pacific ocean. An idea of what the future ships would be, perhaps driven by atomic power, is given—a peep into the future.

What is remarkable about the book—or rather about this series—is the inclusion of 'Read check', intelligent and searching questions given to test how far the reader has rightly grasped the contents, at the end of every chapter.

The book is certainly a treasure of information. We would earnestly request all heads of schools to go in for this series, which is a 'must' for all educational institutions as well as public libraries.

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TERRACOTTA

[Experience with Materials; Book 2]. By—W. D. Nicol, Oxford University Press, Oxford House, Bombay 1. 95 pp. Price 16 s..

This book is a useful publication of the Oxford University Press, coming from the pen of an experienced writer. The aim of this series of which this book is the second publication is to

give a right approach and direction to those who are interested with the experience of materials that can be found locally as a creative activity. The author's introduction, useful to craft teachers and school principals, suggests ways to develop and encourage the creative activities in the child, providing him with the right environments and with easily available materials like clay, glass, sand and stone.

The clay is the most essential of all craft materials; for it is most common, most widely spread and easiest to obtain and also to make use of. From the prehistoric times it has exercised a fascination over man's imagination, which has resulted in the creation of both works of art and useful household articles. The technical aspect of this creative craft, with its geography and history, is discussed in details including the baking kilns, glazing of materials and finishing of clay-works. Moulds of Plaster of Paris, which shape the clay by pressing in, are rightly referred to. Glass plays an important part in the glazing of terracotta. The book rightly includes sand and stone as the media for expressing the artistic ideas, and deals with their creative and useful aspects.

Considering all the technical details, the book is an essential addition to the book-shelf of a craft teacher, parents or those who are interested in making things. Scientific knowledge is given here in a very simple but lively manner with appropriate illustrations. Translation into regional language will be advantageous to a large number of art lovers. We most heartily recommend this book to schools and public libraries.

P. S. D.

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COMMITTEE PROCEDURE FOR CLUBS AND VOLUNTARY

ORGANISATION [Practical Books]

By —Peter Du Sautoy. Oxford University Press, (London), Oxford House, Bombay-1. 44 pp. Price 1 s. 10 d.

This is a very useful booklet giving in detail the formal procedures that are to be followed at the time of meetings, committees, and organised bodies. Nowadays much work is entrusted to committees, both government as well as public. However, in many a case, it is found that even responsible persons are not familiar with the right procedure with the result that though 'minutes' are there, hours are wasted, and little work done.

Details are given regarding important items such as the notice to be issued, the preparation of agenda, the resolutions to be moved, the amendments to be allowed, the writing of the minutes, the powers of the chairman, etc., which are really guiding and instructive. Equally helpful is the glossary of common terms used in such committees, with their clear implications.

All institutions, educational or otherwise, as well as corporate bodies should have a copy of this book written by an experienced social worker, with the object of easing their task, as a guide and also for the persual of their members who are sure to play a more efficient part after its careful study.

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धोरांची लोकसेवा

[SOCIAL SERVICE OF THE GREAT]

Three Series—By : G. M. Vaidya
Published by Marathwada Book Company, Poona-2. Price Rs. 2.50 Each.

As the title of each book indicates, here is a record of events of social service done by eminent people in Bharat. Each Book contains 21 short biographical sketches of the heroes from mythological, historical and modern era, beginning from the life of Shri Rama and Shri Krishna to the modern age of Shri Babasaheb Ambedkar and Shri Vinoba Bhave. The selection is made from all classes of the country, irrespective of place, caste, religion or creed.

The beginning of each biographical sketch is attractive and takes easily and pleasantly the reader to its end. Each life is interesting and instructive and inspiring too, like 'foot-prints on the sands of Time.'

Useful to the students for rapid reading, these short but sweet biographies will imbibe the students to read further series and shall inculcate deep impression on their minds about our heroes and noble deeds. These heroes have made the History of India by their achievements and self-sacrifice. In the formative character and career-building stage of the students these sketches in the series will be very helpful. The author's attempts will be amply rewarded if the student-world all over Maharashtra will read them for their own good, and if the schools and other educational institutions have them in their libraries for their benefit.

K. N. S.

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THE ENGLISH VERB IN CONTEXT

By—J. G. Bruton. Published by the Syndics of the Cambridge University Press, Bentley House, 200 Euston Road, London, N. W. 1. pp. 58. Price Rs. 2.80 nP. (3 s. 6 d.).

This book is designed to give practice in the recognition of forms and in the explanation of verb usage in English. It contains fifty carefully selected passages of current written English, by authors of standing, and the students are asked to analyse and note the use of the verb in them. The verb being used in a proper context, the reader can very well infer the meaning of the verb which the writer wants to convey in that particular sentence. The passages provide the proper back-ground to the verb forms under examination. The introduction gives an example of a possible treatment of a passage similar to those in the book. At the end of the book is appended a detailed schematic presentation of English verb forms which makes this book a handy work of reference.

The exercises are rather difficult for school-going children but they will be found quite suitable for fairly advanced students in the first year of a college. Teachers of higher classes in schools and professors of English in colleges will do well to go through this little book. A critical study of the book will reveal to them many new things regarding the correct usage of verbs in English. It is a book which should find a place in the library of every school and college. The book is nicely got-up. The author of the book is an experienced teacher of English and has worked with persons whose mother tongue is not English. He knows the difficulties of the teachers of English as a foreign language. His wide experience is embodied in this little book. We, therefore, highly recommend it to all those who want to study the usage of verbs in English.

V. S. B.

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TEACHING OF ENGLISH

[A few suggestions]

By—Prof. Shamsuddin: Published by Government Post-Graduate Basic Training College, Bilaspur (M. P.). 40 pp. Price not stated.

Prof. Shamsuddin is a well known educationist whose articles appear in many an educational journal (both Indian and foreign). This book, which is the product of his rich experience, deals with the important subject of the teaching of English, about which so much is now talked and written too. Here some practical suggestions are offered by the writer which certainly deserve careful consideration and implementation too. The writer refers rightly to the new methods that can be successfully applied to the teaching of this important subject. Particularly illuminating is his treatment of the 'Structural Method' which reveals his deep study of the subject. All the other aspects—grammar, poetry, handwriting—are dealt with clearly and

concisely. At the end is given the list of books to be read by teachers of English.

We would like all teachers of English to read this 'bulletin' very carefully and thus get the right type of guidance, so that their teaching will be effective and fruitful. Every High School should have a copy of this instructive book.

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We have to acknowledge with thanks the following:—

(1) The making of the Electrical Age. by Harold I. Sharlin. 248 pp. Price 25 s.

(2) Water for People : by Sarali R. Riedman. 156 pp. Price 15 s.

(3) Salt Boy (illustrated) : by Merritt Mauzey. 60 pp. Price 15 s. All these are published by Abclard Schuman Ltd., 6 King Street, London W. C. 2.

(4) Education in the State of Maharashtra : Prof. C. N. Patwardhan, St. Xavier's Institute of Education, 15 New Marine Lines, Bombay pp. 50.

(5) (i) Teaching of English: A few suggestions: by Prof. Shamsuddin. [reviewed in this issue] 40 pp. (ii) Helping Principals assume responsibility. By Prof. Shingvekar. 23 pp.

Both these (i and ii) are published by Extensive Services Unit, Government Post-Graduate Basic Training College, Bilaspur M. P.

(6) Frontiers of Knowledge (Modern World Series) by Prof. S. Powell, Runcorn and others. British information Services [central office of information] London. Pp. 128.

(7) (i) Ring of Rhyme (ii) Words Take Wings [A Time for Poetry: Book I and Book II]. Pages 127 each. Published by E. J. Arnold, Son Ltd. Leeds.

(8) Forum: Ball State Teachers College. Volume V. No. 1 (Winter 64). Edited by Merrill and Frances M. Rippy. B. S. T. College Muncie, Indiana Sub. two dollars a year.

(9) Ahmednagar College Annual: Vol. 17. Edited by Prof. Bandelu, and others. Published by Prin. J. Barnabas, Ahmednagar College. 210 pp.

(10) M. E. Society's College Magazine. Edited and Published by Prin. M. S. Jamdagni, M. E. Society. Poona 2.

(11) Dayanand College of Education Magazine. Edited and Published by Prin. (Dr.) K. S. Mardikar, College of Education, Sholapur.

(12) The Internal and External Assessments (A study based on the Pre-Degree Examination (1962) of the University of Poona). by A. R. Kamat. Gokhale Institute of Politics and Economics, Poona 4.

(13) 'रेखन आणि लेखन' by M. G. Patkar, G. D. Art, A. M. Pp. 96. Price Rs. 4/—

(14) 'पंत आम्ही निघालो' by M. G. Gulvani, Pp. 44. Price Re. 1/—

(15) 'पंडित नेहरू जीवन-प्रसंग' by Harishchandra Nipunage and Ranjan Parmar. Pp. 64. Price Rs. 1.50.

All these (3) are published by H. L. Nipunge, Pushpak Prakashan, 377 Shaniwar Peth, Poona 2.

(16) Wastage in College Education. by A. R. Kamat and A. G. Deshmukh. Pub. by Gokhale Institute of Politics and Economics, Poona. Pp. 202. Price Rs. 8.

Please Note :

In our last issue, in which the review of the publication, 'Oral Drills in Sentence Patterns', was included, no mention of its price was made.

Readers should kindly note that its price is 7 s. 6 d. (Rs. 6/—) and it is published by Macmillan and Co. Ltd. (London), Dr. D. N. Road, Bombay-1.

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We are sorry we are unable to acknowledge the receipt of many school magazines, sent so kindly to us, in this issue. Some of them will be reviewed in the next issue.

We have also received some reports of the year's work of some schools.

The magazines and some of the reports have been acknowledged by the chief-editor in personal correspondence with the heads.

[Editors.]

EDITORIAL NOTES

Investment on Education

The Union Education Minister, Mr. Chagla, while speaking at Patna, rightly emphasised the need of giving priority to education in the allocation of funds in the budgets of both the Union and State Governments. He pointed out how investment on education was investment on 'Man-Power' and had a salutary effect on the economy and the social progress of the land in the long run. It would be such a fortunate thing if our leaders and Ministers recognise the importance of this statement and offer their whole-hearted support and do the necessary for such a right type of investment.

All-India Educational Service

The need for the creation of an All-India Educational Service was also another point he stressed, as such a Service would help to implement a common educational policy. It would, he opined, go a long way in ending regionalism, at least to a large extent, in the field of education. He also added that all the States except Maharashtra had agreed to this proposal.

It is not the theoretical side of the proposal to which educationists would certainly object. The real difficulty—and probably because of it that the proposal might not have been fully accepted by Maharashtra—lies in the formation and the actual working out of the proposal at the present stage when the country was faced with so many local problems, different in nature, complex in structure, and requiring solutions that would vary from State to State. One cannot ignore the reality when one has to undertake a great responsibility or to usher in a new policy. There are bound to arise certain situations which only those working in the environment with a first-hand knowledge would clearly understand and take immediate steps to control or, if necessary, improve them. It is true that there must some uniform high standard of education (in the case of text-books, quality of teachers, their financial conditions, etc.), and some final controlling body. However, how it should be constituted and what powers it should exercise is what should be first decided, if possible, unanimously, and the frontiers rightly chalked out. What is also wanted is flexibility and scope for experiment in the field of education in every unit.

Offer of full grants

It is realiaibly understood that the Central Government, probably because of this proposal in mind, is seriously thinking of bringing all secondary schools under its control by giving them cent-per-cent Grants, and thus establishing, as far as possible, uniformity, co-ordination, and common control over all secondary schools in the country.

At present, 45 p. c. Grants are given by the State Government, while 40 p. c. of the expenditure is received in the form of concession granted to the students, the income of whose guardians is less than 1200 per year. If the remaining 15 p. c. is also paid by the Government,—which will not be comparatively a very heavy burden on the expenditure—it can exercise full authority over school managements, and the pace at which secondary education is moving, it is trusted, will be accelerated and some of the drawbacks removed, bringing in qualitative improvement. A common platform too, can be thus established.

We are aware that some of schools, conducted as they are by Managements that lack in educational vision, do need reforms and that a large number, for lack of funds and better organisation, is in need of vigilant and efficient organisation. It is also true that some corporate organisation will lead to better quality instruction, remove apathy and mismanagement and bring about a healthy change.

The other side

Such a policy, one fears, might, however, lead to a uniformity that will stand in the way of new experimentation and creative work. Though a few schools might benefit by such a control from above, still in these days when each is to be entrusted with responsibility suited to its ability and capacity, a regimentation of such a type will not be, in the end, beneficial and fail to fully serve the purpose it is meant to do. It is true that some kind of restraint, unbiased and disinterested, is necessary, which should be of a directive type; however, a uniformity in administration and even in execution, to be applied to all institutions alike, will lead to little progress and fail to bring forth worth-while results.

Our Associations' Work

A close and critical study of the various institutions—their needs, their weaknesses as well as their strength, the environment in which they are working—should be undertaken by the Educational Associations of States and even those of Districts, with full co-operation of the Department. Constructive suggestions offered by them as a result of such a study can be—and should be—fully implemented by all concerned. Such local Bodies should work with an intelligent understanding of the local problems and a common determination to find out solutions, temporary as well as permanent. * Thus can we usher democracy in our educational field.

*In this connection, we would like our readers to refer to such a study undertaken by the S. I. T. U. Council of Educational Research, Madras ('Conditions required for quality Teaching'), which is an important publication. Other bulletins too issued by the Council are informative and stimulating.

A Welcome Announcement [Primary Education]

At the Primary Teachers' Convention which was held recently in Poona, Shri M. D. Choudhari, Minister for Education, State of Maharashtra, made an announcement that revealed Government's anxiety to better the Primary teachers' lot by offering them the benefit of Pension-Cum-Gratuity Scheme. We are sure that, before making this announcement, the Minister might have seriously considered its future implication. This is certainly a welcome step, more so because it shows Government's realisation of the need of doing something for the Primary teachers. We would like to see that this long-awaited reform should also cover the field of Secondary education and the needed financial aid offered to the workers therein.

Teachers Status

While pointing out in the same Assembly how it was necessary for teachers to maintain a certain standard of behaviour and dignity befitting their noble profession, the Minister cited certain examples in which teachers were found to be lowering themselves in the eyes of the public by their attitude that savoured of servility. It was in the fitness of things that he exhorted the teachers to behave with due dignity and with an attitude that evoked spontaneous respect.

However, one would like to request the Minister to offer the same kind of advice to the officers in the Department and to impress on their minds the importance of treating teachers with due respect and appreciating their work. A desirable change in the attitude of the officers too is bound to create a healthy atmosphere and rightly influence that of the public too. In important State functions and on other occasions, it should be seen that teachers are given due respect and publicly honoured.* Such an attitude would also help in solving the problem of discipline.

x x x x

Our Beloved Panditji

[A Teacher of Teachers and a Leader of Leaders]

The sudden passing of our beloved Panditji has come as a thunderbolt and has plunged the whole world into deep grief. Not only was he the architect of Modern India but he was a great

What's in a Name ?

In his speech the Minister also referred to the way in which the teacher was addressed. He was generally addressed as 'Master' (Māāster) by the guardian as well as by the pupil. Mr. Choudhari suggested that, instead of that name which for some reason—probably because of familiarity—carried with it a little degree of disrespect, the word 'Guruji' should be used as it had an air of antiquity and dignity. The suggestion is not improper and deserves consideration. In some places it is also found—particularly in High Schools—that the term 'Sir' is in vogue. Of course, one would brush all this aside by saying, 'What's in a name ?'

teacher who taught the whole world the principles of democracy and tolerance by his example. He made a tryst with Destiny and Time has shown that the pledge has been redeemed substantially by this great adventurous spirit. The Twain-East and West met in him and so did ancient culture and modern civilisation. He was a rare combination of a visionary spirit with the human outlook of a practical statesman, one with whom work was worship. His was, above all, a truly noble and inspiring personality, full of the milk of human kindness,—a 'sun-crowned' symbol of the bright world to come.

He was a teacher of teachers. By his words and deeds he taught us to love children who in turn idolised him, to love Nature that in turn offered him rest and repose, to drink deep at the fountain of learning and to encourage others to do so, to lead on youths to do their best for their nation as well as for humanity and to be, above all, human beings, diffusing sweetness and cheer. He was one through whom 'God shows sufficient of His light for us to rise in the dark'. His presence, like that of a great teacher, was an example that taught simplicity and nobility. Like a great teacher, he had a child's temperament, innocent and sportive, a man's will, indomitable and fearless, and a woman's heart, warm and passionate. He acted up to the end of his career the very message which he gave to other workers in the following words : 'The ambition of the greatest man of our generation has been to wipe every tear from every eye. That may be beyond us, but so long as there are tears and suffering, so long our work will not be over'.

His Message

Panditji is not gone from us. His spirit ever abides and will be, with its white radiance of Eternity, ever inspiring us to carry on his work in our own humble way. It will ever remind us that 'there are miles to go'. It will ever, in our dark moments, light our path, showing us how to dedicate ourselves to the great cause of educating the youths and dedicating ourselves to the service of a united India and of a united humanity too. His inspiring memory will always stir us to strive and struggle for the realisation of his dream, the dream of every teacher, ever chanting the following poetic words:—

'Grow strong, my comrade...that you may stand
Unshaken when I fall; that I may know
The shattered fragments of my song will come
At last to finer melody in you;
That I may tell my heart that you begin
Where passing I leave off, and fathom more!'

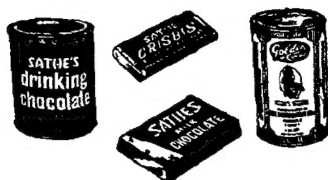
And we will.



Nourishing



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